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ABSTRACT

This directory is designed to provide information about teacher education programs in the United States that prepare secondary social studies teachers to teach with a global perspective. The document will be useful to persons who are interested in the movement for global perspectives in education including: preservice students and their advisers, classroom teachers, school system personnel, teacher educators, and other educators. Divided into two parts, the first part profiles individual programs outlining such information as the conceptualization of global education, program descriptions, services, special strengths, achievements, and financial aid. The second part of the directory discusses the characteristics of the programs as they relate to a growing literature on global education. Its purpose is to synthesize what teacher educators say they are doing and to reflect upon these programs as part of a movement toward global perspectives in K-12 education in the United States. A 49-item list of references is included, as well as appendices that list respondents who helped to identify global programs and questions asked of program personnel. (Author/DB)

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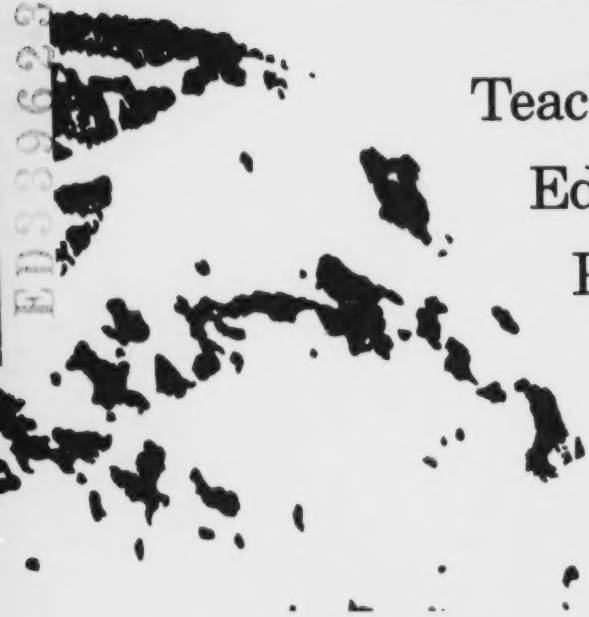
Teaching About the World:

Teacher Education Programs with a Global Perspective



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by
Merry Merryfield

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Mershon Center
The Ohio State University

Teaching about the World: Teacher Education Programs With A Global Perspective

By

Merry Merryfield

Mershon Center, The Ohio State University

This book is published by the Mershon Center.

The Mershon Center is a social science organization at The Ohio State University concerned with research and education on national security and world affairs. Through its program on Citizenship Development for a Global Age (CDGA) the Center draws upon the best available university scholarship to help schools strengthen education about national security, foreign policy, global issues and leadership in accurate and non-partisan ways.

This publication was developed through a cooperative effort of the College of Education at The Ohio State University and the Mershon Center. The research study was funded by an Investigator's Grant from the College of Education. The ideas expressed here do not necessarily reflect the opinions of the College of Education or the Mershon Center.

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Introduction to the Directory

Introduction To The Directory

This directory was designed to provide information on teacher education programs in the U.S. that prepare secondary school social studies teachers to teach with a global perspective. We believe it will be useful to:

- pre-service students and their advisors who are trying to identify teacher education programs in global perspectives;
- classroom teachers who wish to find teacher education programs where they can learn more about global perspectives;
- school system personnel who are looking for teacher educators or consultants to help in inservice education or curriculum planning in global perspectives;
- teacher educators who are planning to infuse global perspectives in their own programs or are advising their students on graduate programs in global education;
- other persons and educators who are interested in the movement for global perspectives in education.

The Directory is divided into two parts. The first section provides profiles of individual programs with such information as their conceptualization of global education, program descriptions, services, special strengths, achievements, and financial aid.

The second section of the directory discusses the characteristics of the programs as they relate to a growing literature on global education. Its purpose is to synthesize what teacher educators say they are doing and to reflect upon these programs as part of a movement toward global perspectives in K-12 education in the U.S.

The Source and Limits of Our Information

Global education is probably one of the more ambiguous educational innovations of the twentieth century. It is promoted as a unifying core for all subjects K-12. Yet proponents usually talk about infusing global content into existing curricula, most often that of social studies. Because of its peculiar nature, several sources were needed to identify teacher education programs that prepare social studies teachers to teach with a global perspective. One source was the membership of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies. These persons are largely responsible for preparing social studies teachers across the U.S. Cover letters of explanation and questionnaires were sent to the 452 members that ask them to identify any program (preservice, inservice presentations, graduate courses, summer institutes, etc.) that they knew of that prepares social studies teachers to teach global perspective.

A second source of data on programs was the international education persons at each state education office. These persons, identified by the Council of Chief State School Officers, are responsible for promoting international or global education throughout their state. They were sent a similar questionnaire.

An informal network of persons heavily involved in global education (as demonstrated through conference attendance and publications) were the third source used to identify programs. These sixty people (for names, see Appendix A) were interviewed over the telephone. Altogether, these three sources identified 88 programs.

In the next step of the study each of these 88 programs was contacted to verify whether or not the program personnel felt that they were "preparing secondary social studies teachers to teach with a global perspective." This phrase was continually used to describe the central focus of the study. When persons asked for a more specific definition, the NCSS position statement (as outlined in the status report below) was used as the researcher's explanation of what it means to teach with a global perspective. University programs whose only global content was the requirement of one non-western course or one

presentation on global perspectives within a methods course were not considered to be sufficiently global for the purpose of the study.

The 88 programs were reduced to 32 as program personnel stated that their programs did not fit the criteria as of November, 1989. Some programs (such as ones at Hofstra University and the University of Northern Iowa) were only beginning to develop a global focus; others (such as the University of Georgia and the University of Missouri at Kansas City) explained that although it was possible to put together a global program, there were no requirements to do so. Surprisingly, some social studies programs widely identified for their global focus, such as ones at Indiana University and the University of Minnesota, fall into the latter category. In other cases, the program personnel were surprised that someone had recommended their program as they perceived little or no attention to global perspective.

In a nation with as many teacher education programs as the United States, it is not unlikely that some teacher education programs that do fit the criteria were somehow overlooked. However, the process of identifying and verifying programs was of such a magnitude that the 32 programs probably are the majority of the teacher education programs with major attention towards preparing secondary social studies teachers in the U.S. to teach with a global perspective. The focus of this study was secondary social studies. Therefore there may be other global education programs that are noteworthy in other curricular areas such as elementary education, science, foreign languages, language arts, art, and so forth.

Data were collected from the 32 remaining programs concerning their conceptualization of global perspectives, program description and services, strengths in content, achievements, funding, and efforts at collaboration (see questions in Appendix B). These data make up the program profiles.

The data were also analyzed and aggregated across the programs in order to understand the characteristics of the teacher education programs as a group. Three categories of data were used to compare the content of the programs with some of the literature (Alger & Harf, 1986; Anderson 1979;

Hanvey, 1978; Kniep, 1986, 1987) that conceptualized global perspectives in education. These data include statements on how the programs conceptualize global education, descriptions of program strengths and achievements, and the results of each program's rating of their preparation of teachers on 14 content areas said by Kniep (1987) to be essential elements of global education. These data are the bases for the last section of the directory, "Looking Across the Programs In the Directory: A Status Report."

Will You Help Us Improve the Directory?

Although we believe the directory is a good first step in identifying teacher education programs that prepare teachers in global perspectives, we recognize that there are other programs and other information that could be made available. If you know of other teacher education programs that should be included, please let us know. We would be pleased to hear any other suggestions on improving the format of the program profiles. For example, would it be useful to seek out other types of programs, such as ones that focus on science education, foreign language education, or elementary education? Should we somehow change the criteria for inclusion in the directory? We look forward to hearing from you.

Merry M. Merryfield
The Ohio State University
Social Studies and Global Education
249 Arps Hall
1945 N. High Street
Columbus, Ohio 43210

(614) 292-5381

Programs Listed in Alphabetical Order by State

Programs Listed in Alphabetical Order by State

ARKANSAS

Atlas Project, Arkansa International Center
University of Arkansas
Little Rock, Arkansas 1

CALIFORNIA

Bay Area Global Education Program (BAGEP)
San Francisco, California 3

Global Education Program in Southern California (GEPSCA)
Center for International Education
California State University at Long Beach
Long Beach, California 5

Program for International and Multicultural Education (PIME)
Institute for International Studies
California State University Stanislaus
Turlock, California 8

Chapman College School of Education
Orange, California 10

Global Educators
San Leandro, California 12

Immaculate Heart College Center
Los Angeles, California 14

International Studies Education Project of San Diego (ISTEP)
San Diego State University and the University of California, San Diego
San Diego, California 16

	Stanford Program on International and Cross-Cultural Education (SPICE) Stanford University Stanford, California	19
COLORADO	Center for Teaching International Relations (CTIR) University of Denver Denver, Colorado	21
DISTRICT OF COLUMBIA	International Education Program The American University Washington, District of Columbia	24
FLORIDA	Global Awareness Program College of Education Florida International University Miami, Florida	26
GEORGIA	Division of Educational Studies Emory University Atlanta, Georgia	29
ILLINOIS	Education for Global Involvement Chicago, Illinois	32
IOWA	International Education Program College of Education Iowa State University Ames, Iowa	35
KENTUCKY	Department of Curriculum and Instruction University of Kentucky Lexington, Kentucky	37
MASSACHUSETTS	Massachusetts Global Education Program (MGEP) Winchester, Massachusetts	39
MINNESOTA	Morris Education Division University of Minnesota Morris, Minnesota	42

MISSOURI	Community Education Office of the Center for International Studies University of Missouri-St. Louis St. Louis, Missouri	44
	International Education Consortium St. Louis, Missouri	47
NEBRASKA	Global Education Center University of Nebraska at Omaha Omaha, Nebraska	49
NEW MEXICO	Las Palomas de Taos Taos, New Mexico	51
NEW YORK	International Education New York University New York, New York	53
OHIO	Citizenship Development for a Global Age Mershon Center Ohio State University Columbus, Ohio	56
	Social Studies and Global Education College of Education Ohio State University Columbus, Ohio	58
PENNSYLVANIA	Humanities Education Program School of Education University of Pittsburgh Pittsburg, Pennsylvania	61
SOUTH DAKOTA	School of Education University of South Dakota Vermillion, South Dakota	63
UTAH	Outreach Programs David M. Kennedy Center Brigham Young University Provo, Utah	65

WASHINGTON

Global REACH Consortium
Arlington, Washington 67

Secondary Social Studies Teacher Education
Ellenburg, Washington 70

Teacher Education Program
University of Washington
Seattle, Washington 72

WISCONSIN

Secondary Social Studies Broadfield
University of Wisconsin at Green Bay
Green Bay, Wisconsin 74

Program Profiles

Atlas Project

Arkansas International Center
University of Arkansas at Little Rock
2801 South University
Little Rock, Arkansas 72204

Contact:

Barbara Stanford
Walter Nunn
(501) 569-3282

Program Conceptualization of Global Education:

Global education prepares students to live in an interdependent world by teaching them about other countries and issues which cross national boundaries. Students develop a more accurate understanding of what the world is like. They particularly learn about international connections and relationships, other cultures and how culture influences behavior, and concepts of global system dynamics, particularly multiple perspectives and system change.

Program Description:

The ATLAS Project is a three-year program to train teams of master teachers in the concepts and skills of global studies so they can restructure their schools' curricula to meet the needs of a global society. Four teachers, approved by their administration, attend summer institutes and follow-up workshops for three years and then work with their own faculty. At least one of the institutes is held abroad, and the schools are provided with resource materials and frequent international visitors as speakers.

Participants in the full ATLAS program must be part of a school project. However, individual workshops and institutes are often open to non-ATLAS teachers, or workshops and institutes can be offered to other districts.

Program Offerings:

Graduate Offerings
- o graduate credit, non-degree courses

Inservice Offerings
- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops
- o long workshops
- o summer institutes (in the U.S. and overseas)

Other Services:

Publication of curriculum modules

Loan of books and artifacts

Visits of international speakers

Workshops for schools and other institutions

Special Strengths:

Japan, Mexico, Central America, environmental issues in the Americas

Achievements:

Since our programs for teachers began in 1985, the Arkansas International Center has helped train teachers for almost all of Arkansas' schools so that they can teach a new global studies course required by the state as of 1987. We have helped create an awareness of interdependence and the need for global studies throughout the state.

In 1988 we began in-depth training of teachers in eight model ATLAS schools.

Financial Aid:

Probably not in the future and only for Arkansas schools.

Bay Area Global Education Program

(Stanford University and the World Affairs
Council of Northern California)
312 Sutter St., Suite 200
San Francisco, California 94108

Contact:

Carol Marquis and Tuckie Yirchott
(415) 982-3263
(415) 725-1482

Program Conceptualization of Global Education:

Global education equips American students to understand and succeed in this increasingly interdependent, competitive, and rapidly changing world.

Program Description:

The Bay Area Global Education Program (BAGEP) is a curriculum and staff development program designed to improve international studies education in Bay Area schools. Founded by its co-sponsors, the World Affairs Council of Northern California and the Institute for International Studies at Stanford University, the program strives to improve the competence of elementary and secondary teachers in the teaching of world history, world regions, international issues, and foreign language. BAGEP is also part of a state-wide network of resource centers called the California International Studies Project (CISP). While the program is focused on selected districts, BAGEP workshops, Summer Institutes, and curriculum services are available to all Bay Area teachers.

Teachers who participate in BAGEP workshops are introduced to a variety of interactive teaching strategies in which the students play a major role in their own education.

BAGEP programs include leadership and staff development in international studies, staff development training for foreign language teachers, summer institutes on Contemporary Issues, and foreign language and curriculum units developed by the Stanford Program on International and Cross-cultural Education (SPICE).

Program Offerings:

Graduate Offerings

- graduate credit, non-degree courses

Inservice Offerings

- short presentations at professional meetings
- pre/post convention workshops
- short presentations for local school systems
- other short workshops
- long workshops
- summer institutes

Other Services:

A quarterly newsletter

A free loan collection of instructional materials

Special Strengths:

Foreign language education, international economics, world history, geography, culture, world literature, and contemporary issues

Achievements:

Since it was formed in 1979, BAGEP has conducted hundreds of programs involving thousands of teachers. The state's network of international studies resource centers began with BAGEP.

Financial Aid:

None

Global Education Program in Southern California (GEPSCA)

Center for International Education
California State University, Long Beach
1250 Bellflower Blvd., SS/A 201
Long Beach, CA 90840-0109

Contact:
Suzanne Charlton
(213) 985-8430

Program Conceptualization of Global Education:

Global education is an interdisciplinary, integrative program designed to prepare students for responsible and informed citizenship in a world which is increasingly interconnected, international, multicultural, and multi-lingual.

Program Description:

GEPSCA offers workshops, conferences, seminars and summer institutes (free or at low cost) to provide teachers with knowledge, training, and instructional resources which meet state program needs. For example, many programs are devoted to content and strategies for implementing California's State Frameworks in History/Social Science and Foreign Language or to subjects which address the cultural and linguistic diversity of California schoolchildren.

To increase public and educator understanding and support for global education, the university and school members of the GEPSCA consortium offer the public a speakers' bureau, newsletter, and other information on international learning opportunities. With school districts who have joined the consortium, GEPSCA supports the development of global leadership teams who take responsibility for institutionalizing international education throughout their districts' staff and curriculum development projects.

Program Offerings:

Preservice Offerings
- o presentations for CSULB classes

Graduate Offerings
- o graduate credit, non-degree courses

Inservice Offerings
- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops
- o long workshops
- o summer institutes

Other Offerings
- o team development workshops for development of trainers (key educators responsible for the institutionalization of global education in their districts)

Other Services:

A "Globemobile" traveling resource library brings curriculum resources directly to teachers at school sites. Additional items are housed in the Southcoast International Resource Center library at California State University at Long Beach (CSULB).

A free newsletter for educators

A speaker's bureau on global issues

Special Strengths:

Foreign language education, multicultural education

Achievements:

Since the program's beginning in 1986, GEPSCA has influenced a constantly expanding "critical mass" of teachers in membership districts and throughout the region, thereby increasing their knowledge of international content, their sensitivity to intercultural issues, and their capacity for using interactive, global instructional skills.

GEPSCA has also amassed an excellent teaching resource library which, together with inservices, helps teachers enhance their professionalism and update skills.

Financial Aid:

Small stipends are provided for all teachers attending our summer institutes. Some districts match these funds.

Program for International and Multicultural Education (PIME)

Institute for International Studies
CSU Stanislaws
801 W. Monte Vista
Turlock, CA 95380

Contact:

Melissa Aronson
(209) 667-3117

Program Conceptualization of Global Education:

Global education increases international awareness and understanding and helps teachers demonstrate culturally appropriate interactive learning methods.

Program Description:

PIME offers a variety of programs. Geography and Culture of Regions of the World is a seven-part evening series held throughout the year for which credit is available. There are also intensive geography institutes.

Other program offerings include day-long awareness workshops for pre-service teachers, workshops for developing partnerships between foreign language teachers and other content area teachers, and a graduate class in multicultural education.

Program Offerings:

Preservice Offerings
- o presentations to preservice classes

Graduate Offerings
- o graduate courses leading to a MA degree
- o graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o short presentations at pre/post convention workshops
- o summer institutes

Other Services:

An extensive (1200 volume) resource library of curriculum materials available for loan

A speakers bureau

Special Strengths:

Foreign language/cultural partnerships, geography, environmental issues, women's issues

Achievements:

Since the program began in 1986, PIME's most successful programs are our evening series on Geography and Culture of World regions, our Geography Institutes, and our Foreign language/Social Studies partnership developments.

Financial Aid:

PIME is constantly expanding both full time staff and part time student opportunities.

Chapman College, School of Education

Orange CA 92666

Contact:

Barbara Tye
(714) 997-6781

Program Conceptualization of Global Education:

Global education involves the study of problems and issues which cut across national boundaries. It includes developing an understanding of how the world's major systems (political, cultural, ecological, economic, technological) work and interconnect. Global education also involves the development of cross-cultural understanding and perspective-taking skills.

Program Description:

The Chapman College Teacher Preparation Program (junior high/middle school and senior high) incorporates strategies for teaching with a global perspective into its methods courses. Teacher credential candidates in all subject areas are exposed to these strategies, and they are required to incorporate some global awareness learning activities into their lesson plans, unit plans, and semester planning assignments.

Students have access to the global education curriculum materials library of Chapman's Center for Human Interdependence, established in 1985 to serve the elementary and secondary teachers of Orange County in incorporating global perspectives into their teaching.

Program Offerings:

Preservice Offerings
- preservice courses
- social studies certification

Graduate Offerings
- graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops

Other Services

A speakers bureau

Special events sponsored by the Chapman College Center for Human Interdependence

Special Strengths:

Geography (all types), environmental issues, Pacific Rim issues, women's issues, cross-cultural awareness

Achievements:

Since the program began in 1987, we are most pleased at the number of our graduates who do use global awareness in their student teaching and then in their first years of teaching in their own classrooms.

Financial Aid:

Some graduate assistantships with reduced tuition are available.

Global Educators

15200 Hesperian Blvd, #101
San Leandro, CA 94578

Contact:

Robert Freeman
(415) 276-0355

Program Conceptualization of Global Education:

Global Educators help schools become more active communities of learners where students, teachers, administrators, and community members become more committed to democracy and more competent in dealing with the interconnectedness, diversity and conflict of the world.

Program Description:

Global Educators works to promote education about the multicultural and interdependent aspects of the world by organizing, developing, and managing international education programs and by providing organizing, consulting, and resource services to schools and organizations. Global Educators is active in both the development of forums where global educators can learn from each other, and in consulting with regional groups on collaborative global education programs. Global Educators also provides consultation and training on processes for initiating and managing school-based change programs.

Global Educators is a partner with the Institute for International Studies at Stanford University in the management of the California International Studies Project (CISP). CISP is establishing college or university-based collaborative international education resource centers throughout California.

Program Offerings:

Graduate Offerings

- graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops
- o long workshops

Other Services:

Consultations on program design and implementation

Leadership training and staff development

Conferences

Special Strengths:

Geography, political science, organizational development

Achievements:

The program is most proud of team building with teachers, organization development in changing schools, and work with K-12 teachers in the California International Studies Project.

Financial Aid:

None

Immaculate Heart College Center

10951 W. Pico Blvd
Los Angeles, CA 90064

Contact:

Laurien Alexandre
Teresa Hudock
(213) 470-2293

Program Conceptualization of Global Education:

Global Education and its integration in K-12 and college curriculum, increases participants awareness of world issues and multiple perspectives. Immaculate Heart College Center (IHCC), a non-profit, independent institution, envisions global education as a comparative process which incorporates multicultural studies and is gender-balanced in its content. Overall, global education promotes cross-cultural understanding and encourages a more peaceful and just world.

Program Description:

The IHC Center provides a wide range of educational programs and services which emphasize internationalizing K-12 and college courses. These programs include teacher inservice workshops for elementary, secondary, and resource teachers on global issues, teacher inservice on immigrant and refugee children, workshops for high school students on human rights, and a multicultural/international awareness program for college faculty, staff and administrators.

The IHC Center also presents annually a Global Teaching Award to teachers who design and implement a global education unit in their classroom.

The IHC Center serves as the Secretariat for Women Associated for Global Education (WAGE). It is also Secretariat for the Western International Studies Consortium (WISC) and chairs the standing committee on internationalizing the curriculum of the Southern California Consortium for International Studies (SOCCIS).

Program Offerings:

Graduate Offerings

- o graduate courses leading to a MA degree in global studies
- o graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o workshops, seminars
- o ongoing inservice with departments and schools involving programs and curriculum development
- o summer institutes

Other Services:

A Curriculum Resource Center

Global Pages, an educators' quarterly

Guest speakers

Annual Global Teaching Awards

Special Strengths:

Environmental issues, development, women's issues, peace education, human rights, multicultural education

Achievements:

Achievements include IHCC's graduate program in global studies, inservice programs, work with WAGE, WISC and SOCCIS, and the curriculum resource center.

Financial Aid:

none

International Studies Education Project of San Diego (ISTEP)

Collaborative project of San Diego State University
and the University of California, San Diego
ISTEP, Center for Latin American Studies, 5H 146
San Diego State University
San Diego, CA 92182

Contact:

Elsie Begler
(619) 594-2412
(619) 594-5780

Program Conceptualization of Global Education:

Global education strives to develop in students the skills, knowledge, and attitudes necessary for effective citizenship.

Program Description:

ISTEP's primary purpose is to assist teachers, schools and districts in the development of instructional programs that prepare students to function as thoughtful and knowledgeable citizens in a diverse, ever-changing and increasingly interdependent world. It does so by entering into collaborative working relationships with specific school districts, in-service workshops, preservice training, and summer institutes open to teachers from both participating and non-participating districts. The project also operates a lending library of curriculum and reference materials and publishes a quarterly newsletter.

Districts which enter into a formal affiliation with ISTEP participate in a training and support program designed to benefit curriculum and staff development throughout the district as a whole. The project works with a core group of teachers, district resource personnel and administrators in developing in-depth knowledge of relevant content, concepts, teaching techniques and curriculum materials. The goal is to develop teams of teachers capable of serving as teacher-trainers, with the skills necessary to organize and run quality inservice programs in their own and other districts.

ISTEP works with teachers at both the elementary and secondary levels in a wide range of content areas including history, geography, economics, literature, ethnic and cultural studies and foreign language. Emphasis is placed on teaching for conceptual understanding, integrated curriculum, and use of interactive instructional strategies.

Program Offerings:

Preservice Offerings
- o presentations to preservice courses

Graduate Offerings
- o graduate credit, non-degree courses

Inservice Offerings
- o short presentations at professional meetings
- o short presentations for local school systems
- o short workshop series of 15+ hours
- o summer institutes

Other Offerings
- o site and district-based leadership team training

Other Services:

A "Teaching Resource Center" containing over 780 curriculum and reference items for teaching about other nations, cultures and world affairs, available for loan to teachers throughout San Diego County.

A quarterly newsletter, *Global Vistas*, is available free of charge upon request.

Teachers who have participated in ISTEP training programs are also eligible to participate in the "Intercultural Ambassadors" program run in cooperation with the San Diego State University Office of International Students. In this program, international undergraduate students studying at SDSU make three visits to the same classroom over a period of several weeks. The content of their visits is planned together with the teachers, in keeping with the grade level and subject area of the classes being visited.

Special Strengths:

Latin America, Asia (especially Japan and China), geography, history, migration (world-wide), immigration (to U.S.), and foreign language education.

Achievements:

ISTEP began as the LASER Project (with a strictly Latin American focus) in 1984. It expanded its area/content focus and became ISTEP in 1986. ISTEP is most proud of the district and site team-based staff development program, the foreign language program, and the summer institutes.

ISTEP places considerable emphasis on long-term follow-up and building support networks within schools, districts and between different districts, and have seen gratifying results.

Financial Aid:

Many programs are offered at no personal cost to the teachers. Districts subsidize released time from the classroom and often pay registration fees for summer institutes. District and school site teams also receive team budgets (to cover materials and other expenses associated with their activities), financed through a match of district funds and soft-money grants raised by ISTEP.

Stanford Program on International and Cross-Cultural Education (SPICE)

300 Lasuen Littlefield #14
Stanford University
Stanford, CA 94305-5013

Contact:

Judith S. Wooster, Director
(415) 723-1114

Program Conceptualization of Global Education:

SPICE is committed to international studies activities and materials that present multiple perspectives on complex issues in balanced presentations. International issues should be set in their historic and geographical context, and presentation should engage students and foster critical and creative thinking through interactive and age-appropriate teaching strategies.

Program Description:

The Stanford Program on International and Cross-Cultural Education (SPICE) is part of the California International Studies Project (CISP) which is a legislatively enacted effort to reverse the decline in elementary and secondary school students' knowledge of international issues, world cultures and foreign languages.

SPICE is part of a long term effort by Stanford University to improve international and cross-cultural education in elementary and secondary school through the development of supplementary curriculum materials of high quality. SPICE materials are reviewed by scholars and field tested in classrooms. In the treatment of complex cultural and international issues, SPICE recognizes it responsibility to present accurate content and a balance of perspectives. SPICE materials use interactive and participatory instructional strategies and are interdisciplinary in their focus.

Program Offerings:

Preservice Offerings
- o pre-service presentations

Inservice Offerings
- o short presentations at professional meetings
- o presentations for local school systems
- o other short workshops
- o long workshops
- o summer institutes
- o study tours

Other Services:

Consultancies on staff development and international studies topics

Curriculum development

Evaluation

Special Strengths:

China, Africa, Latin America, Japan, the Soviet Union and Eastern Europe, Western Europe, international security, arms control, and international economics

Achievements:

Since its initiation in 1973, SPICE has excelled in producing high quality instructional materials that are well-grounded in scholarship, accurate and balanced in content and perspective, and apply the most up to date pedagogical principles.

Financial Aid:

None

Center for Teaching International Relations

University of Denver
Denver, Colorado 80208

Contact:

Ron Schukar
(303) 871-3106

Program Conceptualization of Global Education:

Global education is a curriculum emphasis that helps students achieve an understanding of the variety of people who live in the world, the many ways and systems these people have developed to meet their needs and maintain order, and the problems that affect all people. In addition to cultural and issue themes, global education helps students become aware of how policy decisions are made in the international system.

Global education was developed on the premise that the world has become increasing complex and interdependent and that citizens must respond to the many world problems and issues as leaders. It is taught with the belief that effective leadership in a democracy begins with understanding and must necessarily include sensitivity to others and to diverse points of view, to an appreciation of change, to a commitment of rigorous analyses of issues, and to a genuine sense of participation and involvement.

Program Description:

The Center for Teaching International Relations (CTIR), affiliated with the Graduate School of International Studies and School of Education at the University of Denver, was founded in 1968 to help classroom teachers become more knowledgeable and proficient at teaching global, social science, and educational skill topics. The Center's main objective is to improve the teaching of precollegiate international and intercultural studies. CTIR offers graduate courses in education, conducts teacher inservice workshops, administers a Master of Arts program in Curriculum Instruction and International Relations, develops, publishes, and disseminates curriculum materials, and offers consultative

services to schools. CTIR is national in scope and invites inquiries from around the nation regarding all of its services.

CTIR offers over fifty graduate inservice credit courses each year. Through a special agreement with the University of Denver, CTIR offers these non-degree, graduate-level courses at a reduced tuition rate for teachers.

CTIR also offers inservice workshops for teachers that are designed to introduce innovative teaching techniques in the above areas. Several school districts in the Rocky Mountain Region have come to rely on CTIR to assist them in creating and conducting their yearly inservice programs.

Program Offerings:

Graduate Offerings

- graduate courses leading to a MA degree
- graduate credit, non-degree courses

Inservice Offerings

- short presentations at professional meetings
- short presentations for local schools systems
- other short workshops
- long workshops

Other Services

Development, publication and dissemination of teaching materials related to the major issues and problems facing humankind throughout the world. Among the topics covered in the Center's publications program are Cultural Studies, Comparative Studies, History, Environmental Education, Bilingual and Bicultural Education, Global Awareness, and Area Studies. All units combine teaching methods and learning strategies that actively involve students. Games, role playing, simulations, and case studies are among the various techniques CTIR teaching materials employ to aid students' internalization of information. Units are rigorously tested by classroom teachers prior to publication.

Special Strengths:

Area and culture studies, global issues, curriculum development

Achievements:

Initiated in 1969, CTIR was the first teacher education program in the U.S. to focus on preparing teachers in global education. Other accomplishments include a three year grant from the U.S. Office of Education to establish CTIR as Regional Service Center for Global Perspective Education and a five year grant from The Danforth Foundation to establish the Rocky Mountain Global Education Project.

Financial Aid:

CTIR offers graduate credit continuing education courses at a third the regular University of Denver tuition rate. This fellowship represents the University of Denver's commitment to public and private educators and to international understanding.

International Education Program

50E The American University
4400 Massachusetts Ave., NW
Washington, DC 20016-8030

Contact:

Leon Clark
(202) 885-3720

Program Conceptualization of Global Education:

Education for a shrinking world.

Program Description:

The School of Education at The American University offers a variety of inservice programs and a multi-disciplinary Master's of Arts in International Education. The Master's provides a rigorous academic background in comparative, global, and development education and is sufficiently flexible to accommodate the interests of its diverse student body. Students may choose to concentrate in global or development education.

The global education track includes such courses as Comparative and International Education, Curriculum Construction and Program Design, Global and Multicultural Education, and Cross-Cultural Communication.

Program Offerings:

Graduate Offerings

- o graduate courses leading to a MA in Education
- o graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o other short workshops
- o long workshops

Other Services:

Consultancies in program and curriculum development and in overseas development projects.

Guest speakers

Special Strengths:

Close working relationship with Washington-based organizations such as the World Bank, USAID and the Academy for Educational Development.

Global education, development education, Africa, anthropology and cross-cultural communication.

Achievements:

The International Education Program at American University is truly interdisciplinary, with students taking at least half of their courses outside the School of Education. The student body, while largely North American, contains students from several other countries and cultural backgrounds.

Financial Aid:

Twenty percent of students in the MA International Education program are on assistantship or fellowships.

Global Awareness Program

College of Education
Florida International University
University Park
Miami, Florida 33199

Contact:

Jan L. Tucker
(305) 348-2664

Program Conceptualization of Global Education:

Global education is the process that provides students and individuals with the knowledge, skills, and attitudes which are necessary for them to meet their responsibility as citizens of their community, state, and nation in an increasingly interdependent and complex global society.

In addition, education for a global perspective includes the following components: the ability to conceptualize and understand the complexities of the international system; a knowledge of world cultures and international events; and an appreciation of the diversities and commonalities of human values and interests.

Program Description:

The Global Awareness Program is an integral part of the College of Education of Florida International University, a state university located in Miami, Florida. The Global Awareness Program works in close collaboration with the Dade County Public Schools and the Florida Department of Education.

Leadership training and program development in the Global Awareness Program are school-based. The training is conducted by facilitators who are experienced classroom teachers placed on special assignment by the school district. New global teachers with leadership skills are systematically identified and included in the training of new groups of teachers. This process of master teachers teaching other teachers enables the program to have widespread impact.

The leadership training and program development format is designed around phases focusing on conceptualization of global education, inventory of curricular opportunities, and design, implementation, networking, and assessment of school programs.

Courses include Developing a Global Perspective, World Regional Geography, and World Prospects and Issues.

Students in the preservice social studies certification program, the Master's and EdD programs are also prepared to teach global perspectives.

Program Offerings:

Preservice Offerings
- o preservice courses
- o social studies certification

Graduate Offerings
- o graduate courses leading to a MS in Education and an EdD in Education
- o graduate credit, non-degree courses

Inservice Offerings
- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops
- o long workshops

Other Services:

A Computer-Based Information Network

Guest speakers

A resource center

Technical assistance

Consultancies on school-based program development

Special Strengths:

Connecting the knowledge base to a global perspective, using primarily the model developed by Robert Hanvey.

Achievements:

Since its inception in 1979, the Global Awareness Program has received major funding from numerous foundations, international organizations, and governmental sources. Institutionalization of global education in the Dade County Public Schools, the nation's fourth largest school district is GAP's most significant achievement.

Financial Aid:

Some aid is available through external funding.

Emory University

Division of Educational Studies
Emory University
Atlanta, GA 30322

Contact:

Carole Hahn
(404) 727-6468

Program Conceptualization of Global Education:

Global education recognizes that students live in an increasingly interdependent world. For that reason, students need to be able to tackle problems and issues that transcend national boundaries. They also need an appreciation of the diversity and unity in human society. Global perspectives require that teachers be knowledgeable about environmental, human rights, and other issues, that they be able to develop students who can think critically, and that they be knowledgeable about human development, cross-cultural understanding, and their professional specialty.

Program Description:

Initial preparation programs at the undergraduate and graduate level as well as degree programs for experienced teachers include social studies methods and foundations courses taught from a global perspective. Overseas student teaching experiences are available for undergraduates. Graduate students may take seminars which include research and theory in global education.

Most graduate student theses and dissertations in social studies focus on global education issues or themes. The division periodically sponsors teacher workshops and summer institutes for teachers with departments and programs in the Arts and Sciences and with the Carter Center of Emory University.

Students in the Division of Educational Studies regularly present global issues workshops at the state social studies conference. It is our goal to infuse global perspectives into all of the Division's programs, rather than to offer separate courses or degrees in global education.

Program Offerings:

Preservice Offerings
- o preservice courses
- o social studies certification

Graduate Offerings
- o graduate courses leading to MAT, MEd, MA, DAST degree and PhD degrees

Inservice Offerings
- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops with the Carter Center
- o long workshops with the Carter Center

Other Services:

Loan of global studies instructional materials from the Curriculum Library collection

Special Strengths:

Human rights education, environmental issues, the Middle East, Latin America and the Soviet Union

Achievements:

Since 1982, the social studies methods course has been set in the context of global perspectives. Other achievements include inservice and graduate level courses on teaching about various areas (Africa, USSR, Mid-East) in context of global perspectives, publication of *Georgia and the World*, and work with Carter Center to involve teachers in symposia on arms control, Latin America, and the Middle East.

Financial Aid:

Fellowships, teaching and research assistantships are available for full time graduate students. Tuition assistance grants are available for teachers.

Education for Global Involvement, Inc.

Illinois World Trade Center
Suite 550
321 North Clark Street
Chicago, Illinois 60610

Contact:

Charlotte C. Anderson
(312) 321-3903 (IWTL)
(708) 328-1908

Program Conceptualization of Global Education:

Global education is the study of the modern world system. This is the world-wide social/ecological system that has developed over the past several centuries. Since all of us are deeply involved in this system as citizens, consumers, and workers, it is imperative that we develop the competencies and commitments for responsible global involvement starting with responsible local involvement. This highly interdependent and culturally diverse global system challenges us to celebrate the cultural diversity in our local communities and to hone our intercultural communication and relations skills.

Program Description:

Education for Global Involvement (EGI), Inc., a non-profit Chicago-based organization incorporated in 1988, is devoted to supporting, extending and enhancing international and intercultural education within Chicago and throughout Illinois. Through its programming, EGI joins forces with and facilitates collaboration among Illinois schools, colleges/universities, other education agencies, businesses, labor organizations, museums, governmental agencies, religious groups and civic/community organizations.

Because of its commitment to serve teachers and schools by linking them to global resources in the community, EGI maintains two bases--one at Chicago Teachers' Center College of Education, Northeastern University, and one at the Illinois

World Trade Center. Through the Teachers' Center, EGI provides teachers access to quality globally-focused resource materials, workshops, and technical assistance. Through the World Trade Center, EGI is developing education programs paralleling the state's trade initiatives.

All of EGI's programs celebrate the cultural diversity of local communities and foster improved intercultural relations. EGI is happy to work with any global education project or other agencies which have the same goals and which would like to provide Illinois schools with quality international and intercultural education.

Elementary, middle, high school teachers and college and university people are equally important to our work.

Program Offerings:

Inservice Offerings

- o presentations at professional meetings
- o pre/post convention workshops
- o presentations for local school systems
- o other workshops
- o summer institutes

Other Offerings

- o Seminars and conferences for teachers, business and community leaders

Other Services:

Development of teacher leadership skills through involvement of teachers as co-leaders of workshops and seminars.

Assistance in program development for schools or other global education projects.

Assistance in identifying appropriate "global resources" (ethnic museums, international service clubs, special international programs scheduled at any specific time) in local communities to enhance classroom instruction.

Identification of professional development opportunities (forthcoming conferences, institutes, or visiting lecturers) in global education.

Assistance in adapting packaged global education materials to individual classroom needs.

Access to global education materials for review.

Special Strengths:

Intercultural relationships, local-global links, human rights, women's issues, environmental issues, global social/political/economic systems

Achievements:

EGI was incorporated in June 1988 and began its programming by cooperating with area groups and associations. EGI is currently working with the State Foreign Language Leadership Taskforce in developing handbooks for increasing international and intercultural competence through diverse subject areas.

EGI is working with the Illinois World Trade Institute in devising educational programs paralleling the state's trade initiatives.

EGI is working with the Chicago Public Schools to incorporate The American Forum's national school reform model based in global education--EDUCATION 2000--in the Chicago Schools.

Financial Aid:

No financial aid is available except for workshops that are underwritten by grants where teachers attend free or at reduced cost.

International Education Program
College of Education

Iowa State University
N-239 Lagomarcurio Hall
Ames, Iowa 50011

Contact:

William D. Wolonsky
(515) 294-7350

Program Conceptualization of Global Education:

Global education enables students to acquire a global perspective, learn more about the realities of other cultures, and be tolerant of diversity as well as recognize one's own ethnocentric tendencies. Enlarging teachers' perspectives helps them teach global problems, such as pollution, degradation of environment, and depletion of resources.

Program Description:

The Program in International Education serves the needs of pre-service teachers as part of teacher certification requirements. It also provides an area of concentration at the Master's or PhD level within Higher Education. Most students also elect a minor in Technology and Social Change along with the major in Higher Education.

Program Offerings:

Preservice Offerings
- o pre-service courses
- o social studies certification

Graduate Offerings
- o graduate credit courses leading to MS and PhD degrees in higher education with an emphasis in International Education

Inservice Offerings

- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o other short workshops
- o study tours

Other Services:

Two Professional Education Modules (PEMS) on Global Education are available from the College of Education.

Visiting professors from other nations

Special Strengths:

Educational policy, development, women's role in development, resource depletion, population, and working (consulting) abroad.

Achievements:

The program is proud of research in global education undertaken by graduate students. Iowa State students have formed the Global Education Student Association.

Financial Aid:

Many agencies, foundations, and organizations as well as private donors are being tapped for student aid, particularly for students from the People's Republic of China.

University of Kentucky

Department of Curriculum and Instruction
343 Dickey Hall
Lexington, KY 40506

Contact:

Angene H. Wilson
(606) 257-1893

Program Conceptualization of Global Education:

Today's teachers need to know about the world's peoples, cultures, and issues. Social studies teachers can best be prepared to teach with a global perspective through course work in history and the social sciences, through social studies methods classes, and through cross-cultural experiences.

Program Description:

The University of Kentucky's social studies program includes attention to global education and cross-cultural experiences. Undergraduate and graduate programs require that teachers take courses about all world areas and acquire cross-cultural experience, which can range from being a conversation partner with an international student to student teaching overseas.

Program Offerings:

Preservice Offerings
- o pre-service courses
- o social studies certification

Graduate Offerings
- o graduate credit leading to MA and PhD degrees
- o one course in Global Education

Adjunct Program
Bluegrass International Program (University of Kentucky and Fayette County Schools with state outreach)

- o in-service workshops, from several hours to day and a half
- o short presentations at professional meetings
- o annual International Fair, organized jointly by Fayette County and U.K. It involves 700 students and their teachers and community groups, and teacher education students.
- o International Classroom, in which international students plan programs with teachers whose classrooms they visit three times during a semester.
- o study tours for teachers in cooperation with Kentucky/Ecuador Partners
- o Curriculum development, including instructional materials such as *Lexington and the World, Eye Openers, Writing with a Global Perspective*
- o Culture Kits to loan, plus other resources for teachers

Achievements:

Since 1975, the social studies program has had an international focus with required fulfillment of hierarchies of cross-cultural and community experiences.

Other achievements include a Nigeria Fulbright Group Project Abroad in 1980 and development of curriculum materials on Nigeria, the annual International Fair and International Classroom since 1984, and the Bluegrass International Program since 1986.

The program is most proud of close teacher and school system connections.

Financial Aid:

Some assistantships are available for qualified doctoral students.

Massachusetts Global Education Program (MGEP)

Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890

Contact:

Paul Mulloy
(617) 721-1257

Program Conceptualization of Global Education:

In an age where nations and peoples of the world have become increasingly linked in a variety of ways--through science, technology, trade and business, monetary systems, and international organizations--MGEP is responding by helping elementary and secondary schools improve their students' ability to deal with these changes, and increase their skills and knowledge on subjects such as foreign languages, world history, geography, and global issues.

Program Description:

MGEP has four major projects--summer institutes, mini-grants to teacher developers, and collaboration with the Harvard Principals' Center and the Massachusetts Geographic Alliance. The three week summer institutes, "World Regions--the Local Connection," are held each summer for 30 teachers and educators. Among the presenters at the institute are university-based area studies specialists, experienced classroom teachers, and representative of world affairs organizations within the New England region.

Teachers who participate in the summer institute receive mini-grants of $500 to work on curriculum development projects in global studies during the school year. Technical assistance is provided to each teacher by MGEP staff. The completed projects are then made accessible to other teachers throughout the state.

MGEP actively collaborates on global education with the Principals' Center at The Harvard Graduate School of Education. The collaboration includes mini-courses for school administrators, and a funding program that allows members to address specific curriculum concerns and resource needs.

MGEP cooperates with the Geography Department of Salem State College to coordinate the Massachusetts Geographic Alliance, created by the National Geographic Society. The alliance offers staff development conferences, an intensive summer institute, and a newsletter which announces national and local geographic activities and features classroom-ready lesson plans. We work very closely with content specialists at the university level and organizations that emphasize content areas such as the National Geographic Society, the Boston World Affairs Council, or the Harvard East Asian Project. Most of our programs begin with a presentation by a content specialist followed by teacher lesson plan demonstrations and resource sharing.

Program Offerings:

Inservice Offerings

- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o other short workshops
- o long workshops
- o summer institutes
- o study tours

Other Services:

A resource center houses a growing collection of audio-visual materials, texts, simulations, computer software, lesson plans, and units which are available for use by teachers in Eastern Massachusetts.

Consultations are offered on a wide variety of topics on a fee-for-service basis. The topics include contemporary global issues, curriculum development, cross-cultural education, textbook evaluation, global history, K-12 teaching approaches, interdisciplinary approaches in global education, geographic education, telecommunications, and international exchanges.

Special Strengths:

geography, East Asia

Achievements:

MGEP began in 1979. No single event stands out but MGEP is most proud of the gradual evolution of the program to the point where it now services almost 1,500 teachers a year. We are also proud of the fact that the program has grown mostly through private funding rather than public, yet continues to operate out of a local school district base.

Financial Aid:

None

University of Minnesota
Morris Education Division

Division of Education
Morris, MN 56267

Contact:

Judy Kuechle
(612) 589-2211 ext. 6413

Program Conceptualization of Global Education:

Global education helps students to become aware of the importance of global issues and understand peoples of all races, cultures, and religions. Population, environmental issues, and energy are all topics of concern to a student of global studies.

Program Description:

The University of Minnesota at Morris prepares secondary social studies in global perspectives through a preservice certification program, graduate courses (non-degree), and through inservice workshops. For the preservice program, students make application to the Division of Education for acceptance in the Secondary Education Program. Requirements for admission include: GPA of at least 2.5, PPST test, a pass on the writing proficiency test and 3 references. The Secondary Education program usually is started during the junior year, after 90 credits are on the transcript. An education student completes 23 credits in an education exposure unit and 4 credits in a methods class. Student teaching follows the coursework.

Program Offerings:

Preservice Offerings

- pre-service courses
- social studies certification

Graduate Offerings

- graduate credit, non-degree courses

Inservice Offerings
o short workshops

Other Services:

Guest speakers

Special Strengths:

Human relations aspects of races and cultures

Achievements:

The education classes have focused on a global approach since the fall of 1988. Our institution has put a great effort into international studies.

Financial Aid:

Financial aid is available

Community Education Office of the Center for International Studies

Community Education Office of the
Center for International Studies
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, Missouri 63121-4499

Contact:

Kathy Cochrane
(314) 553-5801

Program Conceptualization of Global Education:

Global education enhances educators' ability to teach about critical global issues, (such as Third World development), comparative politics, (such as changing communist systems), US foreign policy, (such as rethinking national security), and world cultures. Global education combines substantive academic work for teachers with instructional methods and materials.

Program Description:

The Community Education Office (CEO) is the outreach arm of the Center for International Studies. For over 10 years the Center has supported Missouri's only University-based, comprehensive global education outreach program. The CEO sponsors programs and services for K-12 social studies educators that enhance their ability to teach about critical global issues, comparative politics, US foreign policy, and world cultures.

Programs sponsored annually include the Conference on International Relations for Social Studies Educators and the Geography Education Conference. The International Relations Conference focuses on a different topic each year, (e.g. The Changing Communist World), and combines substantive lectures by scholars with workshops to acquaint educators with new and

exemplary teaching materials and strategies. Workshop participants have the option of doing additional work for graduate credit. The annual geography education conference features workshops by teachers trained by the Missouri Geographic Alliance and National Geographic Society.

Program Offerings:

Graduate Offerings

- o graduate courses leading to a Certificate in International Studies
- o graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o short presentations for local school systems
- o other short workshops

Other Services:

Curriculum development projects. Publications available for purchase include the *China Resource Notebooks* and *Homefront USA: The Vietnam Experience.*

The Missouri International Studies Resource Collection, a library of exemplary teaching materials is available statewide on a free loan basis. The collection includes resource guides, student texts, curriculum units, audiovisuals, cultural artifact kits, activity books, maps, games and teacher reference materials on more than 30 different topics. Teachers may request free, annotated lists of resources on any of the topics or the complete catalog, *The Best of Teaching about the World.*

Assistance in development and dissemination of instructional materials.

A free newsletter featuring information about teacher resources and programs.

Special Strengths:

China, Japan, Vietnam, the Vietnam War, issues of national security and peacemaking, geography, Third World development, UNICEF, USSR, US foreign policy, Asian Americans, and the Arab world.

Achievements:

The Graduate Certificate in International Studies represents the development of a constituency of committed teachers and the University's commitment to addressing their needs and interests.

Financial Aid:

None

International Education Consortium

6800 Wydown Blvd.
St. Louis, MO 63105

Contact:

Dennis Lubeck
(314) 721-3255

Program Conceptualization of Global Education:

Global education is a multidisciplinary approach to studying other cultures and the interaction between the U.S. and other countries. Global education includes not only the social sciences, but also foreign language education and literature.

Program Description:

The International Education Consortium offers graduate credit non-degree courses and numerous educational opportunities through inservice workshops, summer institutes, and study tours.

Program Offerings:

Graduate Offerings

- graduate credit, non-degree courses

Inservice Offerings

- short presentations at professional meetings
- pre/post convention workshops
- short presentation for local school systems
- long workshops
- summer institutes
- study tours

Other Services:

Assistance in curriculum development

Opportunities to travel

Special Strengths:

The International Education Consortium does not specialize, although 75 percent of programs focus on history and culture of the non-Western world.

Achievements:

Program achievements include awards for improving foreign language teaching and the development of a cadre of literature teachers.

Financial Aid:

Assistance is provided to individual teachers to attend conferences and take content-based courses in international studies.

Global Education Center

University of Nebraska at Omaha
Omaha, NE 68182

Contact:

Jay Harris
(402) 554-2293

Program Conceptualization of Global Education:

Global education is a multidisciplinary, balanced approach to teaching about other countries and cultures, and our connections to them, as well as about contemporary world issues and events. It is applicable at any grade level.

Program Description:

The Global Education Center provides resources for elementary and secondary schools that have chosen to increase the global perspective of their educational activities. The Center's programs include inservice and civic presentations, curriculum restructuring and reform consultations, foreign students as resources in schools and the community, a resource library, and *Worldtalk*, a quarterly newsletter.

Additional activities include cooperatiave work with the Negraska Department of Education and other educational organizations, and an annual Global Education Day held as part of UNO's national Third World Studies Conference.

Program Offerings:

Preservice Offerings

- pre-service presentations for education majors

Inservice Offerings

- presentations at professional meetings
- presentations for educational organizations for local school systems and administrative networks
- other short workshops
- summer institutes

Other Offerings

- o conferences
- o seminars

Other Services:

None

Special Strengths:

Japan, development education, cross-cultural awareness and understanding, consultation on national trends, models.

Achievements:

Winner of a national Exemplary Project Award for "helping Nebraskans to become more aware of the international political, economic and cultural environment in which we (Americans) live."

The Global Education Center is involved in the leadership of regional and national education organizations.

Financial Aid:

none

Las Palomas de Taos

P.O. Box 3400
Taos, New Mexico 87571

Contact:

George Otero
(505) 758-9456

Program Conceptualization of Global Education:

We are all faced with the challenge of learning to live our lives in a world that is changed and changing. Educators from all walks of life find that they are asked to teach others about global issues that they do not understand as well as they would like. Yet, there is seldom the time or opportunity to deepen our understanding of how the world works and how that knowledge can be used effectively in working with others. Global education addresses these challenges.

Program Description:

Las Palomas de Taos is a learning center that encourages and supports people as they learn to live with themselves and others in ways that respect and value the uniqueness and integrity inherent in all living things. Many people believe we now can and must live together on this planet in ways that acknowledge, encourage and celebrate our differences. Our workshops, institutes and special programs bring people together as a community of learners, and provide a multicultural home-style environment that supports individuals and organizations as they explore their changing world.

These programs experiment with ways of learning needed for tackling challenges throughout our lives; from understanding ourselves, to understanding the people and cultures of the Southwest, to improving the schools we work in, to dealing with the pressing global issues of our time.

Programs include annual Global Educators Forums, annual Global Realities Institutes, Issues in Education conferences on Global and Multicultural Education and the Politics of Global Education.

The purpose of Las Palomas global education programs is to meet the needs of practicing educators (teachers, administrators, staff developers, community volunteers, etc.) and the concerned public, to increase their own expertise about our interdependent and pluralistic planet, and to consider the implications of these global realities for each of us personally and professionally.

Program Offerings:

Inservice Offerings

- short presentations at professional meetings
- short presentations for local school systems
- other short workshops
- long workshops

Other Services:

Teachable Moments

youth leadership programs

Special Strengths:

Cross-cultural education, experiential learning, oral traditions, non-western ways of knowing and world views

Achievements:

Program achievements include the Issues in Education Conferences, Community of Learners, Professional Sharing Workshops, and Annual National Institutes

Financial Aid:

Stipends are available.

International Education

New York University
635 East Building
Washington Square
New York, NY 10003

Contact:

Don Johnson
(212) 998-5497

Program Conceptualization of Global Education:

International education includes knowledge about cultures outside one's own, mutual development or the exchange of technologies and institutions to promote social and economic growth and justice, and the exchange of ideas, perspectives and personnel to promote a mutual empathy and respect for the dignity of all peoples.

Program Description:

The program in International Education offers courses leading to the degrees of Master of Arts and Doctor of Philosophy. It trains teachers, administrators, educational planners, curriculum resource specialists, and other professionals such as health workers and international business executives to work effectively in multicultural and international settings.

All students take a common core of foundation courses in educational research and international education, specialized areas and science courses in a particular cultural area of the world, and an internship in a foreign country or an American international education organization. Students may elect subspecializations in bilingual education, foreign languages education, or social studies education, or they may design an individual area of study as international personnel training or cross-cultural counseling.

The International Education Program offers a wide range of internship possibilities in New York and Washington, D.C., and

in Western Europe, Australia, Japan, India, and the People's Republic of China.
There are three specialized fields of study in the International Education Program: cooperative development in education; development and implementation of global education; curriculum and instruction for international settings.

The program offers each student the choice of concentration in mutual development, working in international and intercultural settings, and developing and teaching a globalized curriculum. Each student also specializes in a specific cultural area of the world including that area's language.

Program Offerings:

Preservice Offerings
- preservice courses
- social studies certification

Graduate Offerings
- graduate courses leading to a MA and PhD

Inservice Offerings
- short presentations at professional meetings
- short presentations for local school systems
- other short workshops
- long workshops
- summer institutes
- study tours

Other Services:

Guest speakers

Workshops and seminars for schools, government agencies, and businesses

Dissemination of instructional materials on Asia

Special Strengths:

American immigration, multiculturalism in the U.S., India, China, peace education, comparative socialization

Achievements:

Beginning with the Asian Studies Program in 1972, NYU's program achievements include the development of the Multinational Institute of American Studies, the Peace Consortium, and the PhD program in International Education.

Financial Aid:

Financial aid is available for graduate students through fellowships and work study.

Citizenship Development for a Global Age

Mershon Center
199 W. 10th Avenue
Columbus, Ohio 43210-2399

Contact:

Richard C. Remy
(614) 292-1681

Program Conceptualization of Global Education:

Global education involves preparation for competent citizenship in a highly interdependent, heavily armed world. As a democratic society in such a world, the United States must have informed citizens who have an ability to acquire information, form judgements, and make thoughtful decisions about world affairs.

Program Description:

The Mershon Center is a social science organization at The Ohio State University concerned with research and education on national security and world affairs. Through its program on Citizenship Development for a Global Age (CDGA), the Center draws upon university scholarship to help schools strengthen education about national security, foreign policy, global issues and civic leadership in accurate and non-partisan ways. Faculty associated with CDGA work with civic groups, schools systems, colleges, universities, and all levels of government to develop instructional materials, conduct in-service education programs, and analyze curriculum problems.

Program Offerings:

Preservice Offerings
- o preservice presentations

Graduate Offerings
- o graduate courses leading to a MA and PhD
- o graduate credit, non-degree courses

Inservice Offerings

- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o long workshops
- o summer institutes

Other Services:

Curriculum development

Consultancies for program development in global education

Special Strengths:

National and international security, global issues, citizenship and civic participation

Achievements:

Recent publications include *Approaches to World Studies: A Handbook for Curriculum Planners* (Allyn and Bacon) and the Center's seven-book *National Security Series* (Addison-Wesley). This series includes five books containing 148 classroom lessons for high school social studies courses in world history, American history, American government, economics, and geography; *Teaching About National Security*, an introduction to eight teaching strategies illustrated with sample lessons; and *Essentials of National Security*, twelve essays written especially for teachers.

Financial Aid:

Graduate research assistantships are available.

Social Studies and Global Education

249 Arps Hall
The Ohio State University
1945 N. High St.
Columbus, Ohio 43235

Contact:

M. Eugene Gilliom
(614) 292-5381

Program Conceptualization of Global Education:

Global education recognizes that as a democratic society in an interdependent world, the United States needs to develop citizens who have knowledge of the world beyond our borders--its peoples, nations, cultures and problems--and who understand how we affect the world. This need places an important responsibility upon educators to bring a global perspectives into their teaching, curriculum development, and research activities.

Program Description:

The program in Social Studies and Global Education at The Ohio State University is characterized by extensive training in global perspectives and international studies as a significant component in the education of every student. The undergraduate program provides pre-service teachers with grounding in conceptualization and content in global education.

The Master of Arts Degree is designed for experienced teachers and recent graduates of programs in education who wish to pursue advanced training relevant to instruction or supervision in social studies and global education. The program combines required courses that emphasize various facets of global education with electives which allow students to tailor their graduate work to fit individual needs.

The doctoral program in social studies has a core of courses with a global content. The program offers a minor and area of emphasis for PhD students not majoring in social studies

education. This area of emphasis provides such students an opportunity to examine alternative conceptualizations of global education, to learn basic concepts and assumptions from international studies that undergird global education, to review instructional strategies and materials, and to form their own conceptions of how a global perspective relates to their major area of graduate study.

Program Offerings:

Preservice Offerings

- preservice courses
- social studies certification

Graduate Offerings

- courses leading to a MA and PhD
- graduate credit, non-degree courses

Inservice Offerings

- short presentations at professional meetings
- pre/post convention workshops
- short presentations for local school systems
- study tours

Other Services:

Guest Speakers

Consultancies in program and curriculum development

Involvement in professional programs

Special Strengths:

Economics, international relations, multicultural education, Africa, China, and the Soviet Union

Achievements:

Although there has long been a global component in both undergraduate and graduate programs at OSU, in 1988 we began a formal graduate program in global education at the master's and doctoral levels. Students from many educational backgrounds and cultures provide the graduate program with a multidisciplinary focus.

Financial Aid:

Assistantships in research and teaching are available for qualified doctoral students. One dissertation award is available each year for doctoral students.

Humanities Education Program

Department of Instruction and Learning
School of Education
University of Pittsburgh
Pittsburgh, PA 15260

Contact:

David M. Berman
Ernest B. Dorow
(412) 648-7311
(412) 624-7257

Program Conceptualization of Global Education:

To prepare the next generation of Americans for life in the global community taking shape today, educators at both the primary and secondary levels are being asked to integrate the study of global perspectives into the school curriculum.

Program Description:

Global/International Education is an integral part of the Social Studies Education program in Teacher Education at the University of Pittsburgh. Given that a primary emphasis of social studies teachers is the teaching of world history/world cultures courses, the Pitt program emphasizes the international perspective both within the methodology and curriculum course sequences as an integral part of teaching the social studies, as well as through a separate course, the International Resources Tutorial, designed to focus upon the teaching of international studies.

This framework ensures that social studies teachers in the Pitt program are both aware of the international perspective and better prepared to teach this perspective upon completion of the program.

Program Offerings:

Preservice Offerings

- preservice courses

Graduate Offerings

- o graduate courses leading to a MAT
- o graduate credit, non-degree courses
- o graduate courses leading to the MEd, the EdD, and the PhD

Inservice Offerings

- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o other short workshops
- o long workshops
- o summer institutes

Other Services:

The Project on International Studies and Foreign Languages is a cooperative venture between the School of Education of the University of Pittsburgh and the Pittsburgh Public School District to improve the teaching of the international perspective in the International Studies Magnet Schools of the district. Services include providing guest speakers, tutors in various subjects, and curriculum materials.

The Institute for International Studies in Education (IISE) provides a resource within the School of Education to integrate international resources for educational purposes.

Special Strengths:

Asia, Latin America, the USSR, Eastern Europe, Western Europe, and Ethnic Studies

Achievements:

The School has long emphasized the international studies perspective, through the hiring of new specialized faculty, the curricular structure of the program, relationships with other University programs, and the services which it provides both schools and teachers.

Financial Aid:

Assistantships in teaching and supervision are available for qualified doctoral students.

University of South Dakota

School of Education
414 E. Clark
Vermillion, SD 52069

Contact:

Robert Wood
(605) 677-5832

Program Conceptualization of Global Education:

International education includes the study of foreign languages, history and the social sciences, and international exchanges of teachers and students. The major goal of international education is a process whereby people acquire a global perspective in understanding and dealing with the growing interdependence of peoples and events.

Program Description:

The School of Education at the University of South Dakota places international education as a high priority. There have been concerted efforts to internationalize teacher education in three areas: faculty development, curriculum modification, and identification of funding sources and resources.

Program Offerings:

Inservice Offerings

- short presentations at professional meetings
- pre/post convention workshops
- short presentations for local school systems
- long workshops
- summer institutes
- study tours

Other Services:

Guest speakers

Instructional materials

Counseling services

Special Strengths:

Geography, Japan, India.

Achievements:

Beginning in 1972, the School of Education has made considerable progress in increasing faculty understanding and appreciation of international experiences and content.

Financial Aid:

None

Outreach Programs

David M. Kennedy Center
Brigham Young University
273 HRCP
Provo, Utah 84602

Contact:

James A. Toronto
(801) 378-3377

Program Conceptualization of Global Education:

Global education is the ability to understand concerns and issues of other countries and peoples in whatever application is appropriate to the student.

Program Description:

The David M. Kennedy Center for International Studies is Brigham Young University's focal point for study and research concerning international affairs. By coordinating a multidisciplinary curriculum that draws upon many campus departments and faculty, the Center provides students a broad exposure to the various dimensions of international studies. The Outreach and Intercultural Program seeks to place the international resources of the university at the disposal of the public schools in the Rocky Mountain West. It sponsors lectures, teacher training workshops, classroom presentations in the schools, a teaching resource library, and development of teaching materials for elementary and secondary teachers and students interested in adding a global perspective to their educational experience.

Program Offerings:

Preservice Offerings

- preservice courses
- social studies certification

Graduate Offerings
- o graduate courses leading to a MA or MS degree
- o graduate credit, non-degree courses

Inservice Offerings
- o short presentations at professional meetings
- o pre/post convention workshops
- o short presentations for local school systems
- o other short workshops
- o long workshops
- o summer institutes
- o study tours

Other Services:

Teacher Resource Center

Speakers bureau

Special Strengths:

Application of foreign language in classroom
Asia, Canada, Middle East

Achievements:

The program sponsors World Day, where an entire district receives up to 80 resource people, and ICONS (the International Communication and Negotiation Simulation).

Financial Aid:

Scholarships and research grants are available.

Global REACH Consortium

REACH Center
239 North McLeod
Arlington, WA 98223

Contact:

David Tremaine or Gary Howard
(206) 435-8682

Program Conceptualization of Global Education:

Global education is the interdisciplinary study of global issues, systems, and concepts that provide the skills and attitudes necessary to function effectively in an international environment. Global education curricula incorporate multicultural concepts and intercultural perspectives.

The Global REACH Consortium contends that global education is a responsibility of all educators in a high school, therefore approaches global education from a multidisciplinary foundation. Further, the Consortium feels that for effective curricular and other changes within a high school, the professionals in that school must team in order to be effective.

Program Description:

Global REACH is a model consortium of high schools determined to implement global education in the high school curriculum of participating schools. Global REACH is collaborative and, through pooled resources, provides teacher inservice education and curriculum development on international and multi-cultural issues. Global REACH is multidisciplinary and involves teachers in a team-building process that is considered to be outstanding by global education evaluators. (REACH is an acronym for Respecting Ethnic & Cultural Heritage.)

Members meet for five days during the school year for inservice training and team building (two days in November, a two day retreat in February, and one day in May). The consortium also maintains a library and resource center, provides

consultations to member schools, publishes a newsletter, offers one day workshops on salient global issues, and facilitates the effectiveness of each school team. Graduate credit is offered for those interested in completing activities and lessons.

Schools are admitted to the program for a fee and with the understanding team members will be able to participate in all five days of inservice during the year. Non-members may also participate for a fee, although the most effective use of the Consortium is through school-based teams.

Program Offerings:

Graduate Offerings

- graduate credit, non-degree courses

Inservice Offerings

- short presentations at professional meetings
- short presentations for local school systems
- other short workshops

Other Services:

Resource library

Consultancies for program development in global and multicultural education

Special Strengths:

Multicultural education, team-building

Achievements:

The high school curriculum unit, *Analyzing International News*, was released in 1989. The multicultural/international education seed curriculum (K-6), *Reach for Kids* and Project REACH (middle school) materials and resources complement Global REACH activities and are distreibuted nationwide. Global REACH activities are also appropriate for middle/junior high schools.

Financial Aid:

Consultants are paid for collaboration and/or curriculum development, including special projects.

Secondary Social Studies Teacher Education

History Department
Central Washington University
Ellenburg, WA 98926

Contact:

Larry Lowther
(509) 963-1455

Program Conceptualization of Global Education:

Most of the problems facing our society today are global problems. It is necessary, therefore, to study them in a global context. Teacher candidates are encouraged to bring this approach to their classrooms after they have become certified.

Program Description:

Central Washington University prepares preservice teachers for certification in history and/or social studies education. Global perspectives are taught in the Methods and Materials course. Students are required to take courses in world civilization.

Most of our courses in the social sciences touch on global issues, such as Local History in a Global Perspective, General Anthropology, and World Geography.

Program Offerings:

Pre-service offerings

- preservice courses
- social studies certification

Graduate Offerings

- courses leading to a MA
- graduate credit, non-degree courses

Other Services:

None

Special Strengths:

Asian Studies program, multicultural education, International Studies program

Achievements:

Central Washington University has sister-university arrangements with universities in China and Japan.

Financial Aid:

Students are eligible for grants and loans through our Financial Aid office.

Teacher Education Program
University of Washington

201 Miller Hall, DQ-12
Seattle, WA 98195

Contact:

T. Kaltsounis
(206) 543-1847

Program Conceptualization of Global Education:

As the world moves from the concept of the territorial state to that of the trading state and from confrontation to cooperation, citizens of all countries around the world, including those of the United States, need to learn how to be tolerant and respectful of each other and how to work together having the common good as their guiding principle. There is much to be done in this direction, and social studies teachers are in a position to play a leadership role.

Program Description:

The teacher education program at the University of Washington has a strong component in multicultural education and addresses global perspectives as an important component of the social studies education course.

Program Description:

Preservice students major in one of the social science disciplines and take a common core that includes courses in American History, World History, Economics, Government, and Geography. Other courses include a methods course in social studies education, two courses in multicultural education, and supervised practical experience in schools.

Program Offerings:

Preservice Offerings

- o preservice courses
- o social studies certification

Graduate Offerings

- o graduate credit leading to a MA degree

Inservice Offerings

- o short workshops

Other Services:

Teacher workshops on global issues are offered by the Resource Center of the School of International Studies.

Special Strengths:

Availability of professors of the school of International Studies as resources.

Achievements:

"Hot Spots in the World" workshops are very popular with inservice teachers.

Financial Aid:

None

Secondary Social Studies Broadfield

University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

Contact:

Margaret Laughlin
(414) 465-2057

Program Conceptualization of Global Education:

Global education introduces students to various world cultures in different times and places.

Program Description:

The University of Wisconsin-Green Bay offers programs leading to certification (7-12) in social studies. Components of the program include opportunities to study about people, places, cultures, and institutes in several parts of the world from various perspectives. Upon completion of the program, teachers are certified to teach in their discipline specialty, such as history and geography, and "fusion" courses, such as civics and problems of democracy.

Program Offerings:

Preservice Offerings

- pre-service courses
- social studies certification

Inservice Offerings

- short presentations at professional meetings
- short presentations for local school systems
- long workshops
- summer workshops
- overseas travel programs

Other Services:

The Center for Economic Education has a variety of resources for teacher/student use.

Curriculum development.

Consultancies to local school districts.

Special Strengths:

Economic and geographic education; citizenship and civic participation.

Achievements:

Our achievements include student/faculty exchanges with several institutions in other countries. These experiences also involve opportunities for our students to student teach abroad. Offer graduate/undergraduate course in "Great Decisions" and global perspectives via Instructional Television Fixed Service (ITFS) periodically.

Financial Aid:

Financial aid is limited as teacher education is an undergraduate program.

Looking Across the Programs in the Directory: A Status Report

Looking Across the Programs In the Directory: A Status Report

Background on Teacher Education in Global Perspectives

As Americans look toward the twenty-first century, there is increasing concern that schools are not adequately preparing students for the challenges of a changing world (Boyer, 1983; National Task Force on Education and the World View, 1981; Southern Governors' Association, 1986). Much has been written about the need to infuse global perspectives into education so that students will understand and benefit from the increasing interdependence of the world's cultures, economies, and political relationships (Alger & Harf, 1984; Anderson, 1979; Becker, 1979; Goodlad, 1986; Kniep, 1986; Muessig & Gilliom, 1981; Woyach & Remy, 1989).

The National Council for the Social Studies (NCSS) has called for global perspectives in all social studies education, defining global perspectives as developing "the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence" (NCSS, 1982: 1-2). The teaching of global perspectives emphasizes that (1) the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, and multicultural interactions, (2) there are a variety of actors (states, multinational corporations, private voluntary organizations, individuals) on the world stage, (3) the fate of humankind cannot be separated from the state of the world environment, (4) there are linkages between present social, political, and ecological realities and alternative futures, and (5) citizen participation is critical both in local and world affairs (NCSS, 1982).

Many states and school districts have targeted social studies as the vehicle for developing student understanding of global issues and the global interconnections in their own lives, their communities, and the nation. According to a survey sponsored by the council of State Social Studies Specialists in 1986, 23

states have mandated that all students take courses in world or global studies (*The United States Prepares for Its Future: Report of the Study Commission on Global Education, 1987*).

Despite all this activity at the state and national levels, the movement for global perspectives in education is severely hindered by lack of teacher knowledge of the world. Inadequate teacher preparation in global perspective was recently singled out by the National Governors' Association (1989) as a major obstacle to the U.S.'s ability to meet the economic, political and social challenges of the twenty-first century.

The American Association for Colleges of Teacher Education (as Reported by the council of Learning, 1981) has estimated that only about *five percent* of the nation's elementary and secondary teachers have had any academic preparation in international topics or issues. The problem is compounded by data that demonstrate that those college students preparing to be teachers are less well prepared in international content than all other college majors (Barrows, Clark and Klein, 1980).

Studies that have investigated some aspects of the implementation of global curricula have identified preservice coursework, inservice training, and overseas experiences as major factors influencing teachers' abilities and motivation to teach global content (Barnes & Curlette, 1985; Hanvey, 1979; Martin, 1988; Mitsakos, 1980; Thorpe, 1988; Tucker, 1983; Type, 1980; Wilson, 1982, 1983).

Other researchers who have examined student or teacher attitudes and knowledge about the world have noted that both American students and teachers are quite ignorant of and apathetic towards global issues (Barrows et al, 1981; Cogan, 1984; Pike & Barrows, 1979; Hill, 1981; Tye & Tye, 1983; Wilson, 1975; Woyach, 1987). A conclusion of these studies is that more needs to be done to prepare both teachers and students in global understanding. For these and other reasons, demands are increasing for teacher education programs to prepare teachers to teach with a global perspective (Goodlad, 1986; Martin, 1985; O'Neil, 1989; *Shaping the Future of International Studies, 1984*; Smuckler & Sommers, 1988; Torney-Purta, 1982).

Unfortunately, the literature on social studies teacher education with a global perspective is quite limited (Ochoa, 1986). A few authors have described their teacher education programs with a global focus (Lamy, 1982; Tucker, 1982), outlined their ideas for introducing a global dimension into social studies teacher education programs (Cogan, 1977; Gilliom and Harf, 1985; Peters, 1981; Reach and Bixler, 1980; Sylvester, 1983) or examined the university component of K-12 global education programs (Becker and Merryfield, 1982).

Research for this directory focused on teacher education programs across the U.S. which prepare secondary social studies teachers to teach with a global perspective.[1] The objectives of the study were to (1) identify teacher education programs across the U.S. that have instruction in global perspectives as a major goal, (2) examine the characteristics of the programs in such areas as conceptualization, program activities and content, achievements and strengths, funding, and collaboration, and (3) reflect upon what the findings say relevant to the movement towards global perspectives in education.

Findings: Overall Structure of Programs

These thirty-two programs provide an interesting perspective on both teacher education and the American movement for global perspectives in education. The programs can be categorized as having four types of institutional support. Seven of the programs are based in social studies teacher education programs at universities. Seven are based in colleges of education, but not in social studies specifically. Ten programs are university-based outside of colleges of education; most frequently these programs have originated out of international studies or a special center with international goals. Eight programs are not university-based; for the most part these programs are independent organizations that focus on global perspectives.

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[1] Some of the programs focus entirely on secondary social studies teachers. Others work with any K-12 teacher who is interested in global studies.

These institutional bases relate to the types of teacher education programs available for secondary social studies teachers. In 1989, 19 of the 30 programs played some role in the education of 915 preservice teachers. The role of four of these programs (accounting for 200 of these 915 teachers) was limited to presentations in methods courses. In some programs, such as those at Florida International University and the University of Kentucky, preservice teachers receive a grounding in conceptualizations of global perspectives, coursework in the social sciences and history about all world regions, cross-cultural experiences, and student teaching placement with teachers who have also been educated in global perspectives. Given the numerous teacher education institutions across the U.S. preparing preservice social studies teachers, these programs stand out as models of what can be done if there is commitment to global perspectives.

Opportunities increase considerably for practicing teachers as all thirty programs provide inservice in global education. In 1989, 12 of the programs offered graduate degree programs that prepared 155 secondary social studies teachers in global perspectives. The majority of these teachers were working towards masters degrees. A handful of graduate students are pursuing "global" doctorates. At Florida International University, the University of Kentucky, and Ohio State University these global doctorates have emerged from social studies education programs. At Iowa State University the global doctorate is in international education within a higher education program. New York University's doctoral program in international education has global education as one of three specializations.

Whereas these preservice and inservice graduate degree programs enrolled 1,091 teachers in 1989, non-degree programs reached 16,082 inservice teachers. The variety of inservice programs for teachers is impressive (see Table 1). However, the greatest numbers are represented in the shorter educational experiences. Eighty-three percent (14,000) of these teachers experienced short presentations or workshops, in most cases a few hours. Only six percent (957 teachers) participated in summer institutes, study tours, or other intense educational experiences of at least a week's duration.

TABLE 1
Summary of Types of Programs

N = 32

	Number of Teacher Education Programs Involved	Teachers Attending in 1989
Degree Programs		
pre-service instruction	19	915
graduate degree programs; masters's level	12	155
graduate degree programs; doctoral level	5	21
Non-Degree Programs[1]		
short presentations; professional meetings	26	4,400
pre/post convention workshops	11	500
short presentations; school systems	24	4,150
other short workshops	28	4,950
summer institutes	17	485
study tours	11	72
other long workshops	17	400
other inservice	9	1,125
		17,173

[1] As some teachers may have attended more than one inservice, these numbers do not translate into the total number of teachers inserviced.

All these efforts are, of course, related to available funding. Degree programs, for the most part, are totally supported by institutional monies. Non-degree programs, especially those of an extended nature, appear to be dependent upon grants from foundations, state legislatures, or other sources. In 1988-89, 26 of these programs sought and won grants. State funds are an important source of funding in California due to the California International Studies Project (CISP). California's leadership in interdisciplinary, integrative global education is testimony to the power of action at the state level.

Another source of funding for 10 programs is fees for services or royalties from the sale of instructional materials. In some programs, such as Global REACH, school systems buy into inservice programs on an annual basis with additional monies for each team of teachers. Although fees for services often do not cover all program expenses, this approach works well for several programs in building long term relationships with schools and districts.

Few of the programs reported receiving any financial support from the business community. Although seven programs collaborated with business, trade, or other organizations connected to the business community (such as councils on world affairs), the majority of the 32 programs work with school districts, professional education organizations (particularly those affiliated with NCSS), community or university organizations that are not sources of funding for inservice programs.

Beyond the preservice and inservice programs described above, 27 programs provide teachers other experiences or resources in global perspectives. Twenty programs provide services related to instructional materials, either in the development of new materials or the dissemination of published materials. Some of the programs, such as the Center for Teaching International Relations (CTIR), the Stanford Program on International Cross-Cultural Education (SPICE), and the Mershon Center are known nationally for their curriculum development efforts in global perspectives. These efforts appear to focus on supplementary materials on special topics, not textbooks or materials that would meet all content needs for a particular course, such as world history. Other services include newsletters (seven

programs), speakers bureaus (nine programs), and consultancies (four programs).

Program Content

Given the myriad areas of study that could be included in preparing teachers to teach global perspectives, which topics do these programs address? Data were collected through several types of questions to document choices of content. To begin with, program directors or professors in charge of the programs were asked to describe how their programs conceptualize global (or international) education as though they were speaking to a potential student or teacher. A content analysis of these statements revealed that there is general consensus in three areas. First, teachers need knowledge and an appreciation of cultural differences and similarities both within the U.S. and around the world. As in Hanvey's (1979) perspectives consciousness, teachers should be able to teach multiple perspectives about culture and issues and promote tolerance towards diversity. Second, it is important that teachers be prepared to teach about the world as a system. A focus on the interdependence of global systems (and actors) appears to be one goal that all these programs espouse. Kobus (1983), in a review of literature pertinent to global perspectives in education, noted that the concept of interdependence is central to global education. Several programs noted that it is essential that teachers be prepared to link global systems to the local community in order for students to recognize how their decisions affect the planet and other peoples.

The third content area is contemporary global issues, conflicts, and change. These issues are perceived as dynamic, and changing over time, but always related to an understanding of the state of the world and its peoples. Given the rhetoric of social studies educators, it is not surprising that many of the programs frame these three areas of study in a rubric of citizenship for a global age.

A second open-ended question that focused on content asked program personnel to identify their program's special strengths in knowledge. Out of 90 answers, there were very few strengths identified that were shared across programs. The most frequently mentioned topics were cultural diversity or

cross-cultural studies (mentioned by 11 programs), geography (10), development (7), Japan (6), peace and security (5), foreign languages (5), international economics (5), human rights (4), and the USSR (4). Other topics, such as "Hanvey's model," women's issues, immigration, and the world areas of Africa, Latin America, Asia, and Eastern Europe, were each noted by one or two programs.

In a closed-answer format, program personnel were asked to rate how well a competent teacher would be prepared to teach Kniep's (1986) essential elements of global education if he/she had completed their most extensive program available. Looking across the four major categories (see Table 2), it appears that as a group the programs are strongest in teaching human values and cultures. This strength is also reflected in their answers to the questions on conceptualization and special strengths as discussed above. Other strengths also supported by data from the other questions include global issues, especially those related to development problems and peace and security.

On the other hand, it appears that the weakest content areas include what Kniep calls "global history," (see Table 2) particularly the evolution of global systems, and topics related to the environment, stated as ecological systems and environmental problems and issues. There are no direct references to history in the data generated by the open-ended questions. Although one could infer that the environment is a global issue and system as articulated in the answers on conceptualization, it appears that these programs are giving higher priority to other topics. More data need to be collected to substantiate these findings. If global education does not stress history, perhaps it is because its roots are in international relations and political science. If global education does not emphasize environmental issues, it may be because of a social studies assumption that science teachers are responsible for such content.

Issues for Global Educators

As with many educational innovations, there are many issues facing teacher educators. When asked to describe the most critical issues they face in preparing teachers in global or international education, program personnel identified four major

TABLE 2
Program Responses to Kniep's Essential Elements of a Global Education

Program personnel were asked: "Would you please take the time to examine the following list of global content and rate how well your program(s) address these goals. Assume a competent teacher completes your most extensive program as it stands today. How well would he/she be prepared to teach? These data will be aggregated across all programs; please do not exaggerate!"

Key: minimally prepared	1	2	3	4	5	very prepared
N = 32						**Means**
1. Human Values and cultures						**x = 4.0**
a. Universals, standards for what it means to be human	1	1	10	10	10	x = 3.84
b. Diverse human values, cultural differences	1	1	4	11	15	x = 4.19
2. Global Systems						**x = 2.95**
a. Economic	2	5	14	6	5	x = 3.21
b. Political	4	6	13	6	3	x = 2.94
c. Technological	2	5	14	8	3	x = 3.16
d. Ecological	5	12	11	3	1	x = 2.47
3. Persistent Global Problems and Issues						**x = 3.41**
a. Peace & Security	1	1	12	10	8	x = 3.72
b. Development	2	3	7	10	10	x = 3.72
c. Environmental	6	6	10	6	4	x = 2.88
d. Human Rights	2	4	14	6	6	x = 3.31
4. Global History						**x = 2.88**
a. Contact and borrowing among cultures and societies	3	8	13	5	3	x = 2.90
b. Origins and development of cultures and values	3	8	11	8	2	x = 2.94
c. Evolution of global systems	6	10	7	5	4	x = 2.72
d. Historical antecedents to problems and issues	3	10	12	4	3	x = 2.94

areas of concern. First, both preservice and inservice teachers have little or no previous knowledge of global perspectives and the world of knowledge that such instruction depends upon. Consequently, it is a slow and frustrating process to begin to build such a knowledge base. Second, the program personnel noted that beyond this knowledge chasm is the problem of ethnocentrism. Many teachers are not motivated or interested in teaching about global concerns as they perceive them as either irrelevant or threatening. One teacher educator stated the problem as a "nationalistic mind-set" whereby all content must be taught from a perspective of American interests. A third concern focuses on teachers' perceptions that global perspectives are an add-on, not a necessity for quality, basic education for all students. The program personnel pointed out that teachers need to see global perspectives as an integrative, interdisciplinary core, a pattern of thinking that belongs across the K-12 curriculum.

Finally, program personnel perceive a lack of leadership and support for global perspectives at the school district level. Even when teachers acquire the necessary knowledge and motivation to teach with a global perspective, they may find their efforts stalled by existing curricula, bureaucratic procedures, and the reward structure. This concern has been recognized by researchers who have concluded that the organization of the school can either hinder or support efforts to teach global content (Barnes & Curlette, 1985; DeKock & Paul, 1989; Martin, 1988; Mitsakos, 1980).

Implications From the Study

This study recognizes that the movement for global perspectives in American education is relatively recent. The first teacher education program began at CTIR in 1969. In the 1970s, global teacher education programs were initiated by the Mershon Center (1971), the University of South Dakota (1972), SPICE (1973), Las Palomas de Taos (1977), the University of Kentucky (1979), Florida International University (1979), and the Massachusetts Global Awareness Program (1979).[2]

[2] Some programs were unable to give a year when their program began to prepare teachers in global perspectives. Consequently, these numbers do not add up to 32 programs.

During the 1980s, 16 programs were initiated. Perhaps the U.S. is entering the bend of Anderson's (1979) J-curve for teacher education in global perspectives. Although there is a long way to go before all teacher education programs prepare teachers in global perspectives, there has been considerable progress in the last twenty years.

Based on the data collected in this study, there are several implications for educating secondary social studies teachers in global perspectives. First, it appears that there is some consensus in the conceptualization of what teachers need to know to teach with a global perspective. Teachers need knowledge and understanding of cultural universals and cultural diversity, including an appreciation of perspectives consciousness. Teachers need knowledge of global systems and the ability to teach interdependence and interconnections relevant to their students. Teachers should be prepared to teach about global issues, conflicts, and change.

Second, if we compare these points with the literature on global perspective in education we find that all of these areas are reflected in the writing of Alger and Harf (1986), Anderson (1979), Hanvey (1978), and Kniep (1986). However, these scholars have included other concerns that are not reflected above. Kniep (1986, 1987) has advocated the need for a historical perspective of the evolution of cultures, global systems, and global issues. Give the prominent place of history in the secondary social studies curriculum, it makes sense to prepare teachers to teach U.S. and world history courses with a global perspective. There is little evidence from the data collected in this study that teachers are receiving such training.

Anderson (1979) and Hanvey (1978) have included in their conceptualization of a global education the need for awareness and competence in applying global perspectives to recognize choices, reach judgments, and make decisions. A fundamental rationale for global education is that students need to be taught to think globally when making local decisions. This study found little evidence to support that teachers are receiving such instruction in teacher education programs.

Alger and Harf (1986) have pointed out the need for an understanding of actors who participate in world affairs.

Although the programs do articulate the role of individuals, including young people, in affecting and being affected by global systems and issues, there is little evidence that teachers are being prepared to teach about international governmental organizations (such as UNESCO, the United Nations), multinational corporations, and other organizations that are actors upon the global stage. American states and cities are increasingly global actors in seeking out foreign investment, cultural exchanges, and other connections. This study did not find evidence of such topics in these teacher education programs.

This study also raises questions about the preparation of secondary social studies teachers to teach about the environment and technology as espoused by Kniep (1986, 1987). It is difficult to understand the world today without knowledge of environmental issues related to the quality of water, air, land, and the status of other plants and animals on the planet. Most global problems relate to technological development and change. Again, this study finds little evidence that teachers are being adequately prepared to teach about these issues.

A third implication relates to the institutionalization of teacher education in global perspectives. There needs to be more attention to the hundreds of institutions that are preparing preservice social studies teachers. Social studies teacher educators active in global education need to work with colleagues in other institutions in creating awareness, motivation, and support for global perspectives. There needs to be more work with organizations of social studies teacher educators, such as CUFA, and with persons who work with teacher certification at the state level in order to educate teacher educators in global perspectives.

Fourth, it appears that teacher education for inservice teachers is characterized to a large degree by short presentations or workshops. Given the lack of teacher knowledge about the world and the complexity of teaching from a global perspective, teachers need in-depth study. Graduate programs, such as those at New York University, Ohio State University, and the University of Pittsburgh, have course requirements so that such knowledge is ensured. By their very nature, a two-hour or one day inservice workshop provides relatively little depth and often becomes a "hot spot" approach to global issues without building

in-depth understanding of global systems, other cultures, or the historical background of contemporary problems. Programs such as the Global REACH, the Bay Area Global Education Program (BAGEP), a Global Education Program in Southern California (GEPSCA), and the Massachusetts Global Education Program (MGEP) overcome the ad hoc nature of short inservices by working with teams of teachers over many years. They combine many inservice presentations with other services such as resource centers, newsletters, and consultancies to build long-term, supportive relationships with teachers. Teacher educators who provide short inservices need to find ways to prepare and support teachers systematically so that there is integration of all the bits and pieces of brief inservices into a global education.

Finally, teacher educators need to help teachers apply what they are learning to the realities of existing courses of study. It is not surprising to find that teachers perceive global perspectives as an add-on instead of an integrative core. What may be a critical factor is teacher recognition that teaching from a global perspective is a different orientation than the traditional ethnocentric, state-centric perspective towards other peoples and the planet through which most Americans have been educated. Teacher educators need to follow-up content sessions with practical help to individual teachers and school systems. Teacher educators who are successfully working within school systems need to help other teacher educators with ideas and lessons learned. Overall, teacher educators need to find ways to help school systems and teachers solve the problems that school people already recognize.

The movement to prepare secondary social studies teachers to teach global perspectives is gaining momentum as Americans begin to face the challenges of the twenty-first century. Classroom teachers cannot prepare youth for the world of today and tomorrow without an appreciation and knowledge of the world. Teacher educators have a critical responsibility to prepare teachers to teach with global perspectives.

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APPENDIX A

Respondents Who Helped to Identify Global Programs

Laurien Alexandre	Immaculate Heart College	Los Angeles, CA
Charlotte Anderson	Education for Global Involvement	Chicago, IL
Lee Anderson	Northwestern University	Evanston, IL
Pat Avery	University of Minnesota	Minneapolis, MN
James Barth	Purdue University	W. Lafayette, IN
James Becker	Indiana University	Bloomington, IN
Jane Boston	Global Educators	San Leandro, CA
Betty Bullard	University of South Carolina	Columbia, SC
John Cogan	University of Minnesota	Minneapolis, MN
Tom Collins	Project Links	Washington, DC
Fred Czarra	Council of Chief State School Officers	Washington, DC
Jan Drum	Stanley Foundation	Muscatine, IA
Maurice East	George Washington University	Washington, DC
Robert Ericson	Global Ed. Resource Center	Minneapolis, MN
M. Eugene Gilliom	Ohio State University	Columbus, OH
Sven Groennings	University of Georgia	Athens, GA
David Grossman	East-West Center	Honolulu, HI
Carole Hahn	Emory University	Atlanta, GA
Maurice Harari	California State Univ. at Long Beach	Long Beach, CA
Jay Harris	University of Nebraska	Omaha, NE
Michael Hartoonian	Department of Public Instruction	Madison, WI
Ron Herring	Stanford University	Stanford, CA
Gary Howard	Global REACH Consortium	Arlington, WA
Don Johnson	New York University	New York, NY
Frank Klassen	International Council on Education for Teaching (ICET)	Arlington, VA
Williard Kniep	The American Forum	New York, NY
Doni Kobus	California State University Stanislaus	Stockton, CA

Steve Lamy	University of Southern California	Los Angeles, CA
Howard Leavitt	University of Massachusetts	Amherst, MA
Margaret Lonzetta	World Affairs Council of Philadelphia	Philadelphia, PA
Dennis Lubeck	International Education Consortium	St. Louis, MO
Vic Mantuza	University of Delaware	Newark, DE
Paul Mulloy	Massachusetts Global Education Program (MGEP)	Winchester, MA
Charles Myers	Vanderbilt University	Nashville, TN
Anna Ochoa	Indiana University	Bloomington, IN
George Otero	Las Palomas de Taos	Taos, NM
Richard Remy	Ohio State University	Columbus, OH
Steve Rose	University of Northern Iowa	Cedar Falls, IA
Don Schneider	University of Georgia	Athens, GA
Gene Schwilch	Danforth Foundation	St. Louis, MO
James Shaver	Utah State University	Logan, UT
Andrew Smith	The American Forum	New York, NY
Tex Sherman	Northern Illnois Univ.	Dekalb, IL
Barry Simmons	University of Denver	Denver, CO
Mary Soley	The Foreign Policy Association	New York, NY
Barbara Stanford	Univ. of Arkansas at Little Rock	Little Rock, AK
Jerry Young	University of Arkansas at Monticello	Monticello, AR
Jonathan Swift	The School of Global Ed.	Livonia, MI
Ken Tye	Chapman College	Orange, CA
Steve Thorpe	Southern Oregon State College	Ashland, OR
Judith Torney-Purta	University of Maryland	College Park, MD
Jan Tucker	Florida Int'l Univ.	Miami, FL
Pat Weiss	University of Kansas	Lawrence, KS
Angene Wilson	University of Kentucky	Lexington, KY
Linda Wotjan	University of Maryland	College Park, MD
Bob Wood	University of S. Dakota	Vermillion, SD
Judy Wooster	Stanford University	Stanford, CA
Stanley Wronski	Michigan State Univ.	East Lansing, MI
Jerry Young	Univ. of Arkansas at Monticello	Monticello, AR

APPENDIX B

Questions Asked to Program Personnel

Conceptualization: As though you were speaking to a potential student, describe how your program conceptualizes global (or international) education.

Program Offerings: What type of programs do you offer that help middle school and secondary social studies teachers teach with a global perspective? Please check the type of teacher education your program offers and list the number of middle school/secondary social studies teachers enrolled in the last 12 months.

A.____ Pre-service #'s ____
Does it include social studies certification?
B.____ Graduate credit, toward a degree. #'s ____
Which degree (s)? _____
C.____ Graduate credit, non-degree. #'s ____
D.____ In-service

____ 1. short presentations at professional meetings #'s, ____ pre-post convention workshops #'s ____

____ 2. short presentations for local school systems (a few minutes to several hours) #'s ____

____ 3. other short workshops (a few hours to a few days) #'s ____

____ 4. long workshops (more than a week; summer institutes, see below) #'s ____

____ 5. other inservice that does not fit categories above. #'s ____ Please describe:

E.____ Summer institutes #'s
F.____ Study tours #'s _____
G.____ Other teacher education programs that help prepare middle school and secondary social studies teachers in global perspectives. #'s _____ Please describe:

Other Services: What other services do your programs offer social studies teachers beyond these programs (e.g., development of instructional materials, guest speakers, use of artifacts)?

Special Strengths in Content: What are your program's special strengths in "knowledge" (e.g., American foreign policy, economics, Japan, human rights, geography, hunger, environmental issues, women's issues--be as specific as you feel appropriate)?

Achievements: As you look over the history of your organization/institution's involvement in global/international education, of what events, programs, changes, accomplishments is your program most proud? (Please give date your programming began to include teacher education with a global/international focus).

Funding: What are the major sources of funding for your programs? Please break out by percentages (e.g., 30% grants from foundations, 70% from client fees) if possible.

Collaboration: With what organizations/community groups outside of higher education do you regularly collaborate? Why?

Are your programs connected to a college of education? If so, please describe the connection. What about other colleges/departments/units (e.g., an area studies program)?

Issues: What do you see as the most critical issues in preparing teachers in global/international education?

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